

STATE NORMAL SCHOOL

AT

FITCHBURG, MASS.

SECOND YEAR

1896-97.

NEW STATE NORMAL SCHOOL - FRICKBURG.



STATE NORMAL SCHOOL

(Including Model and Practice Schools),

FITCHBURG, MASS.

CATALOGUE AND CIRCULAR

For the year ending June 24, 1897.

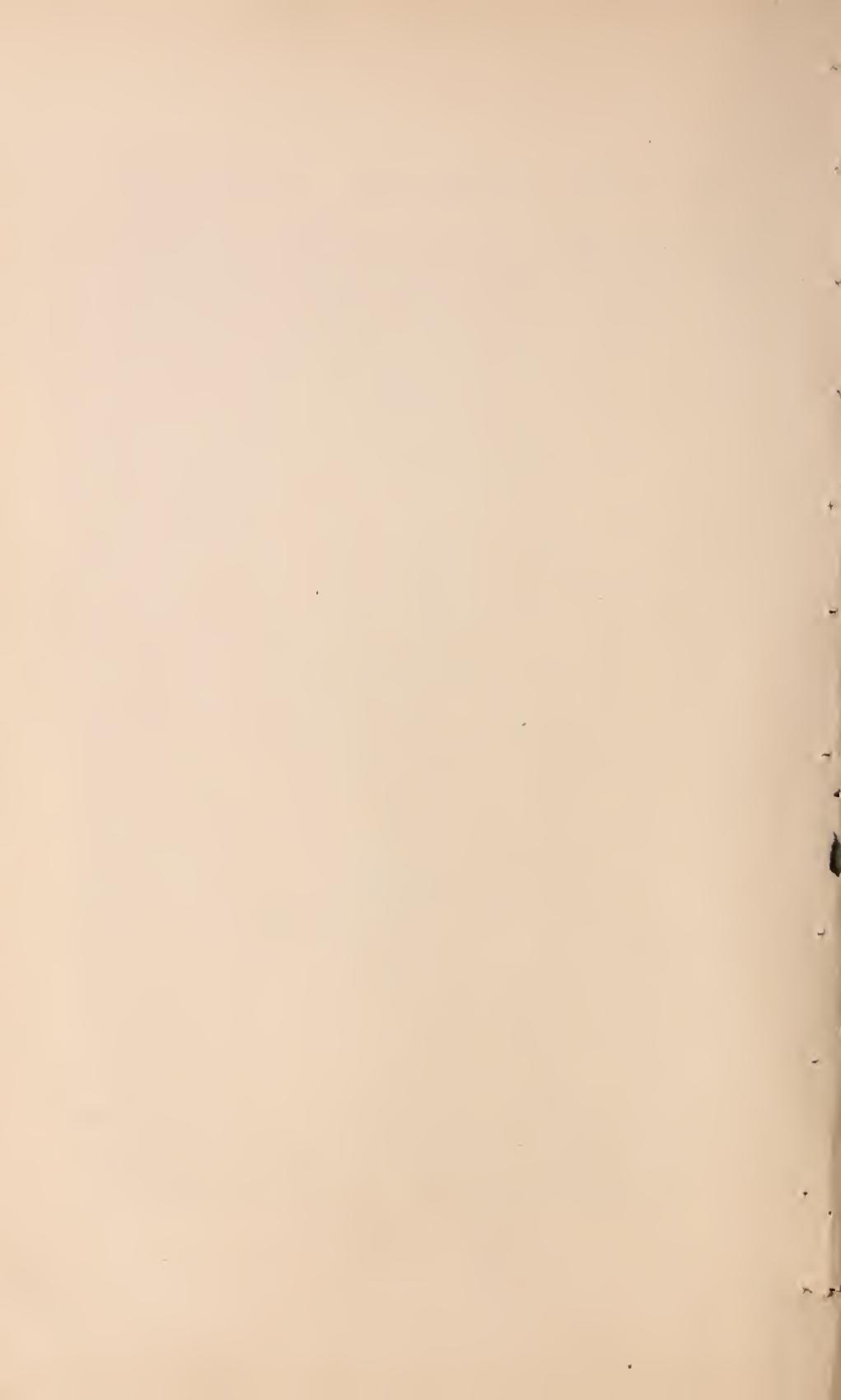


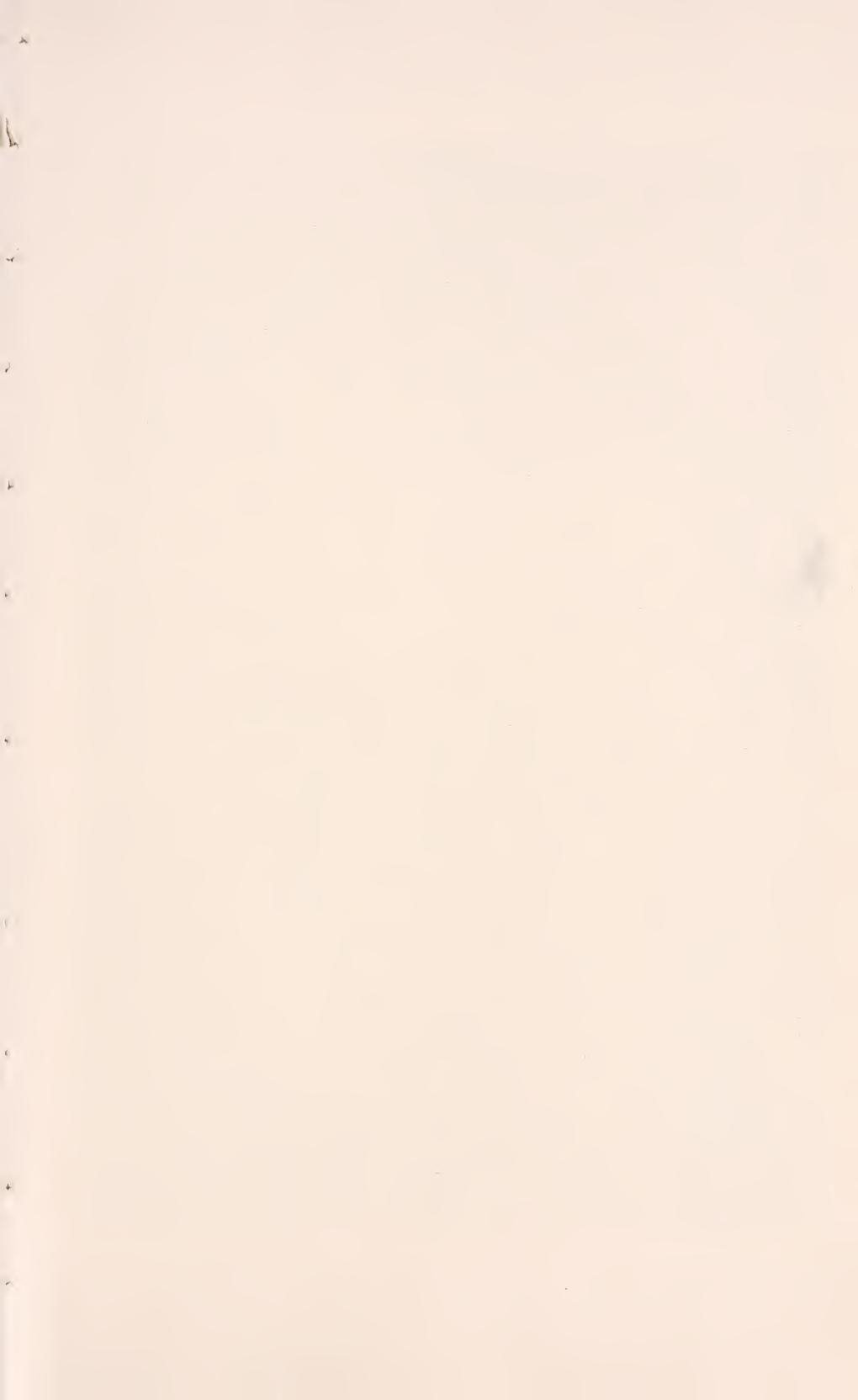
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1897.





THE MAIN HALL.



STATE BOARD OF EDUCATION, 1897.

ESTABLISHED IN 1837.

EX OFFICIO.

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HIS HONOR W. MURRAY CRANE, *Lieutenant-Governor.*

BY APPOINTMENT.

			Term expires.
MILTON B. WHITNEY, A.M.,	Westfield,		May 25, 1897.
GEORGE I. ALDRICH, A.M.,	Newtonville,		May 25, 1898.
ELMER H. CAPEN, D.D.,	Somerville,		May 25, 1899.
ELIJAH B. STODDARD, A.M.,	Worcester,		May 25, 1900.
GEORGE H. CONLEY, A.M.,	Boston,		May 25, 1901.
Mrs. ALICE FREEMAN PALMER,	Cambridge,		May 25, 1902.
JOEL D. MILLER, A.M.,	Leominster,		May 25, 1903.
Mrs. KATE GANNETT WELLS,	Boston,		May 25, 1904.

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L. WALTER SARGENT, <i>Assistant,</i>	Springfield.
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Board of Visitors.

Hon. JOEL D. MILLER.

ELMER H. CAPEN, D.D.



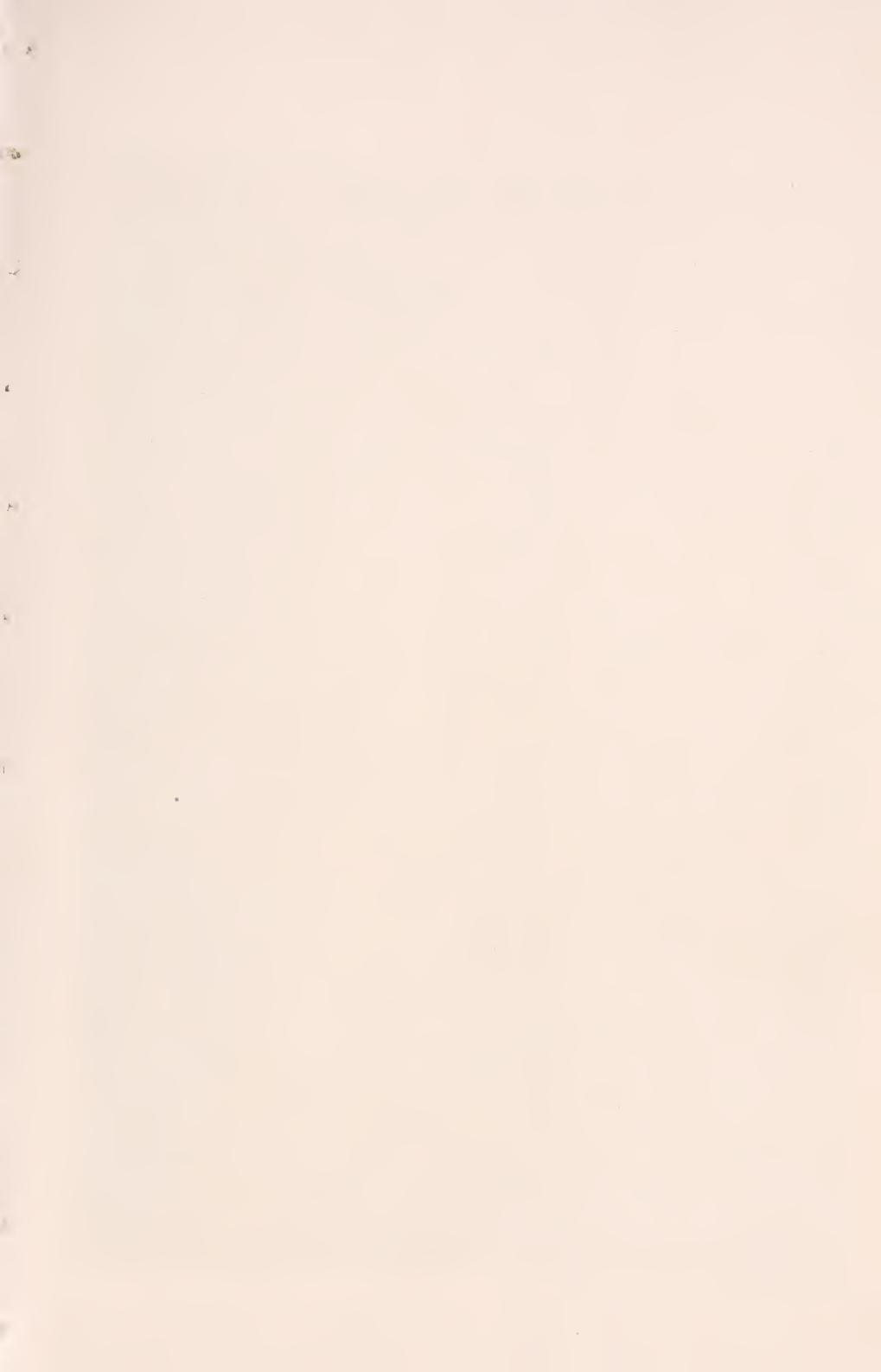


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THE RECEPTION ROOM.



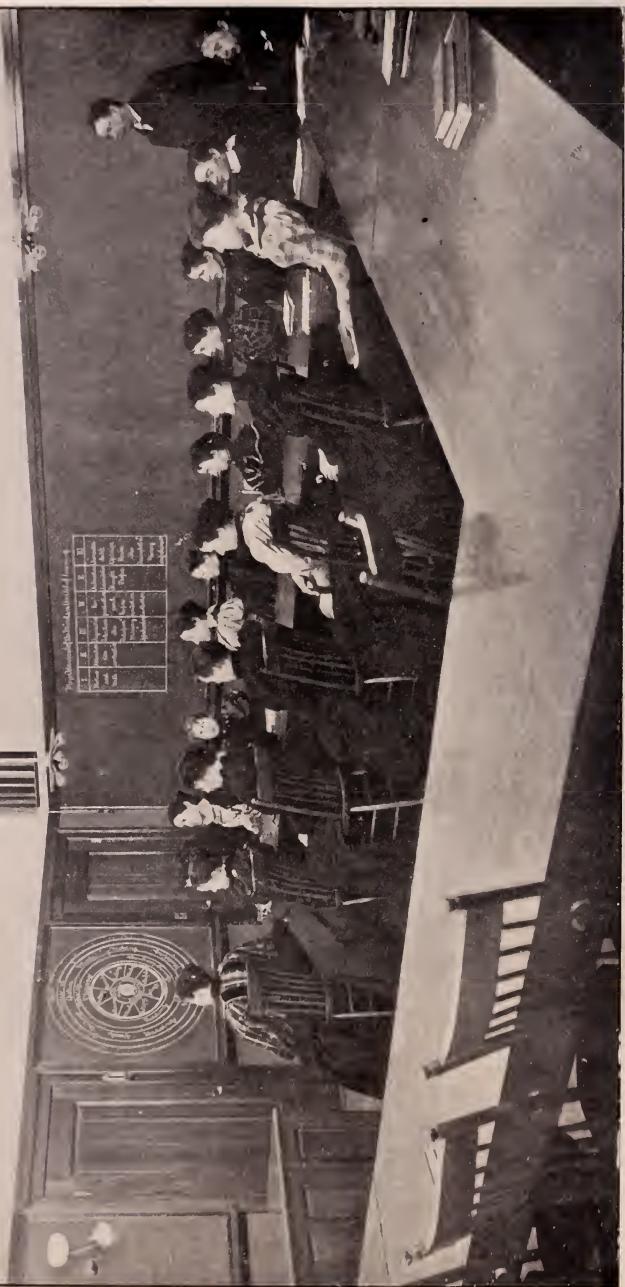


THE LIBRARY.





A RECITATION ROOM—PEDAGOGY.



INSTRUCTORS.

Normal School.

JOHN G. THOMPSON, PRINCIPAL.

Pedagogy.

EMILY H. LEONARD,	.	.	.	.	.	<i>Psychology and English.</i>
PRESTON SMITH,	.	.	.	.	.	<i>Natural Science.</i>
HARRIET A. LUDDINGTON,	.	.	.	.	.	<i>History and Geography.</i>
HELEN M. HUMPHREY,	.	.	.	.	.	<i>Mathematics.</i>
CARRIE E. CARNES,	.	.	.	.	.	<i>English Language and Literature.</i>
ANNETTE J. WARNER,	.	.	.	.	.	<i>Drawing and Nature Study.</i>
MARY G. CANNON,	.	.	.	.	.	<i>Physical Training, Physiology and Hygiene.</i>
JOSEPH T. WHITNEY,	.	.	.	.	.	<i>Manual Training.</i>
CHARLES E. BOYD,	.	.	.	.	.	<i>Vocal Music.</i>
ALBERT W. CLARK,	.	.	.	.	.	<i>Penmanship.</i>

Practice School.

CHARLES S. ALEXANDER, PRINCIPAL.

Supervisor in Grammar Grades.

NELLIE B. ALLEN,	.	.	.	.	.	<i>Supervisor in Grammar Grades.</i>
MAY CONRAD,	.	.	.	.	.	<i>Assistant.</i>
MARY I. CHAPIN,	.	.	.	.	.	<i>Supervisor in Primary Grades.</i>
MATTIE E. COLE,	.	.	.	.	.	<i>Supervisor in Primary Grades.</i>
CAROLINE HAGAR,	.	.	.	.	.	<i>Assistant.</i>
ANNETTE J. WARNER,	.	.	.	.	.	<i>Supervisor of Drawing and Nature Study.</i>
MARY G. CANNON,	.	.	.	.	.	<i>Supervisor of Physical Culture, Physiology and Hygiene.</i>
CHARLES E. BOYD,	.	.	.	.	.	<i>Supervisor of Vocal Music.</i>
ALBERT W. CLARK,	.	.	.	.	.	<i>Supervisor of Penmanship.</i>

Model School.

L. FRANCES JONES,	.	.	.	.	.	<i>Grade I.</i>
IDA M. AUSTIN,	.	.	.	.	.	<i>Grade II.</i>
ADA CHEVALIER,	.	.	.	.	.	<i>Grade III.</i>
ALICE C. PLUMER,	.	.	.	.	.	<i>Grade IV.</i>
EDITH E. BUCK,	.	.	.	.	.	<i>Grade VIII.</i>
MARY L. MERRILL,	.	.	.	.	.	<i>Ungraded.</i>

Kindergarten.

EMILY M. SMITH,	.	.	.	.	.	<i>Principal.</i>
LULA M. LEIGHTON,	.	.	.	.	.	<i>Assistant.</i>

CALENDAR.

Vacations and Holidays are marked by Light-face Figures ; School Days are marked by Full-face Figures.

... 1897 ...

JULY.

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CALENDAR.

(See opposite page.)

THIRD SCHOOL YEAR, 1897-98.

1897. June 22, Tuesday, Public graduation.
June 24 and 25, Thursday and } Friday, First entrance examination.
September 7 and 8, Tuesday and } Wednesday, Second entrance examination.
September 9, Thursday, . . . Fall term begins.
November 25, Thursday, . . . Thanksgiving.
December 24, Friday, . . . Fall term ends.

WINTER VACATION, TWO WEEKS.

1898. January 11, Tuesday, Winter term begins.
February 22, Tuesday, Washington's birthday.
April 2, Saturday, Winter term ends.

SPRING VACATION, TWO WEEKS.

- April 20, Wednesday, Spring term begins.
June 22, Wednesday, School year ends.
June 23 and 24, Thursday and } Friday, First entrance examination.

SUMMER VACATION, ELEVEN WEEKS.

- September 6 and 7, Tuesday and } Wednesday, Second entrance examination.
September 8, Thursday, . . . School year begins.

There is no session of the school on Monday. On other days the hours are from 9 A.M. to 12 M. and from 1.45 P.M. to 3.45 P.M. Entrance examinations begin at 9 A.M.

State Normal School at Fitchburg.

HISTORICAL SKETCH.

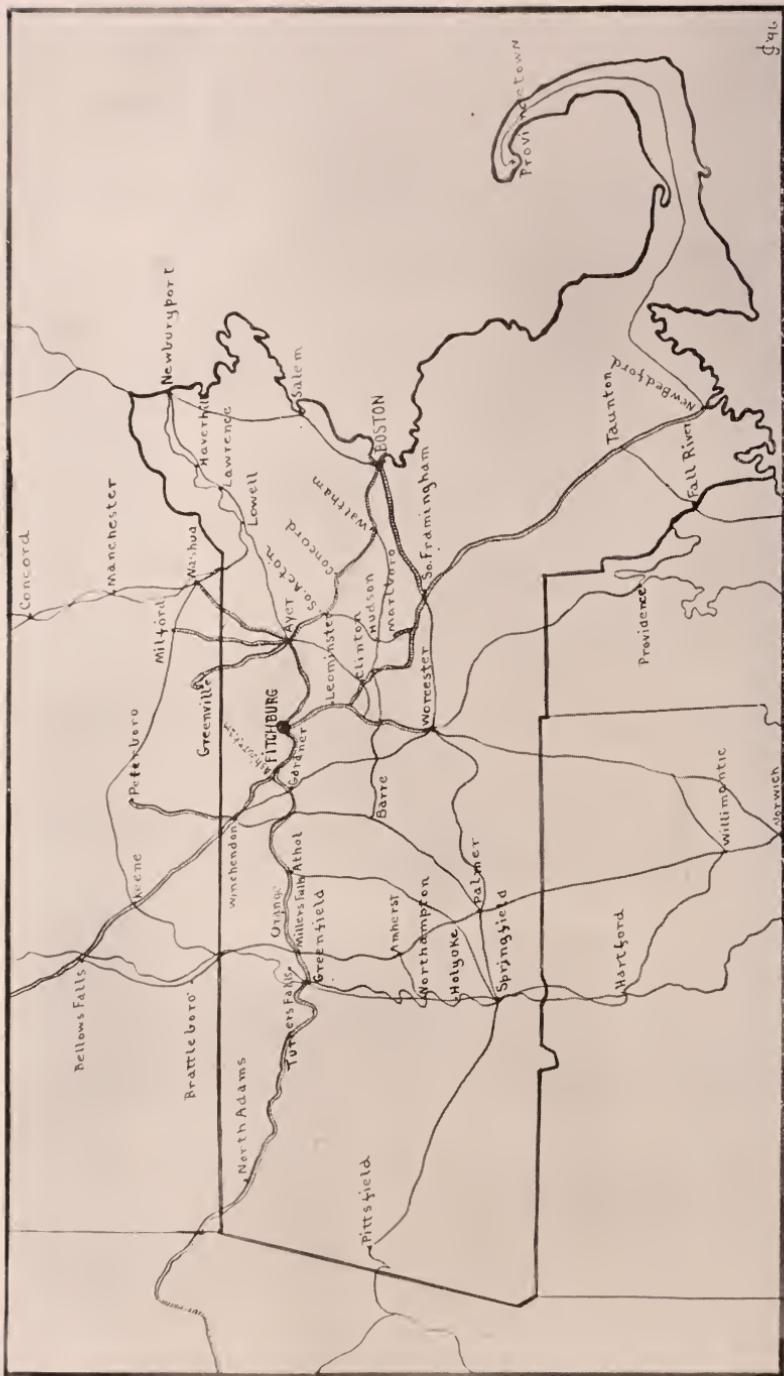
In pursuance of a resolve of the Legislature of Massachusetts, this school was opened in temporary quarters in July, 1895. But one class was admitted in September of that year,—a class of forty-six young women, representing three States and seventeen towns. In September, 1896, a second class, consisting of sixty-five young women and one young man, was admitted. This class represents four States and twenty-three towns. Thus in two years one hundred and twelve pupils, representing five States and twenty-nine towns, have been admitted to the school. Forty of this number have had experience in teaching, in several cases an experience of five or more years.

LOCATION.

Fitchburg, one of the most rapidly growing and enterprising cities of Massachusetts, had in 1895 a population of 26,409. It is readily reached by railroad from any point in the New England States, situated as it is on the Fitchburg Railroad, one of the two trunk lines crossing Massachusetts, and at the terminus of the northern division of the New York, New Haven & Hartford Railroad. An almost inexhaustible supply of pure water and its excellent system of sewers and drainage, combined with its naturally healthful situation, make it one of the most desirable cities for residence in the State. Its large and well-selected public library and its fine art museum, together in the beautiful Wallace Building, afford unusual advantages for special work by normal school pupils.

BUILDINGS AND GROUNDS.

The normal school proper, a cut of which forms the frontispiece of this catalogue, has been erected and furnished by the Commonwealth of Massachusetts at a cost of about \$175,000.



THE DRAWING ROOM.



It is situated within ten minutes' walk of the union station, upon an elevation reached by a gentle grade. Its position, although very easy of access by a scarcely perceptible incline, gives an extended and beautiful view in nearly every direction, showing Pearl Hill on the north, Woods Hill on the west, Mt. Wachusett on the south and the Lunenburg hills and meadows on the east.

The front of the building is one hundred and seventy-one feet long, including the side wings, each with a front of thirty-three feet, the central front being sixty feet deep. The wings have a projection of twelve and one-half feet from the central portion both front and rear, thus forming the letter "H" in its ground plan. The building is constructed of red New Hampshire brick, red terra-cotta and granite. The roof is covered with Munson, Maine slate and copper. The principal entrance is constructed with three arched openings, a colonnaded porch and massive buttressed flight of steps leading to the entrance vestibule. This vestibule is fifty-three feet long and twenty-four feet wide by thirteen feet high. The floor is laid in block mosaic; the walls are of yellow brick with ornamented pilasters of ivory-white terra-cotta. From this vestibule are entrances to the reception room and teachers' assembly room, each twenty-seven by eighteen feet in size, with cloak and closet room.

Leading from this vestibule is the main hallway with its two stair-cases. Besides these, in the first story, are the general cloak rooms, rooms for the kindergarten and model schools, and for elementary English. These rooms are thirty-five by thirty feet, with smaller rooms for teachers leading out of them. On the second floor is the main hall, sixty by sixty feet and seventeen feet high, adjoining which are the library and reading room, and the rooms for English literature and psychology; also on this floor are the rooms for mathematics, the principal's office, the principal's recitation room, and teachers' rooms.

In the third story are located the drawing room, sixty by twenty-three feet, rooms for geology and mineralogy, physical and chemical laboratories, physical lecture room, recitation rooms for nature study, geography and history, and a dark room for photography.

The basement contains the gymnasium, eighty by thirty feet and eighteen feet high, also the industrial laboratory, lunch and store rooms, besides the rooms in which the heating and ventilating apparatus is placed.

The lavatories are placed in rooms in the rear of the building, connecting with each floor. The fixtures of the same are of the most approved sanitary appliances.

The heating is by both direct and indirect radiation, and regulated by the Johnson system of automatic regulation of temperature. The ventilation is by mechanical means.

The appropriation for furnishing and grading — \$52,000 — has made possible a thorough equipment in all departments. The grounds, about five and one-half acres in extent, afford ample opportunity for lawn tennis, croquet and other out-door exercises.

MODEL SCHOOLS.

These are schools for observation, taught by the best teachers that diligent search and large salaries have been able to procure. The kindergarten and first and second grades are at present housed in the normal school building; grades three and four are in the Highland Avenue school, a building furnished by the city of Fitchburg; grade eight and the ungraded are in the Day Street school with the practice schools. The remaining grades, five, six and seven, are soon to be added. Later, it is expected that the model schools will be transferred to a building to be furnished by the city of Fitchburg.

PRACTICE SCHOOLS.

These are in the Day Street school, a fifteen-room building furnished by the city of Fitchburg. All grades, from beginners (grade one) through grade eight, are found in this building. Each pupil of the normal school, at some time during her course, is in charge of one of the rooms for about twelve weeks. These schools are under the charge of a principal and six supervisors. Nearly six hundred pupils have been in daily attendance in the model and practice schools during the past year.

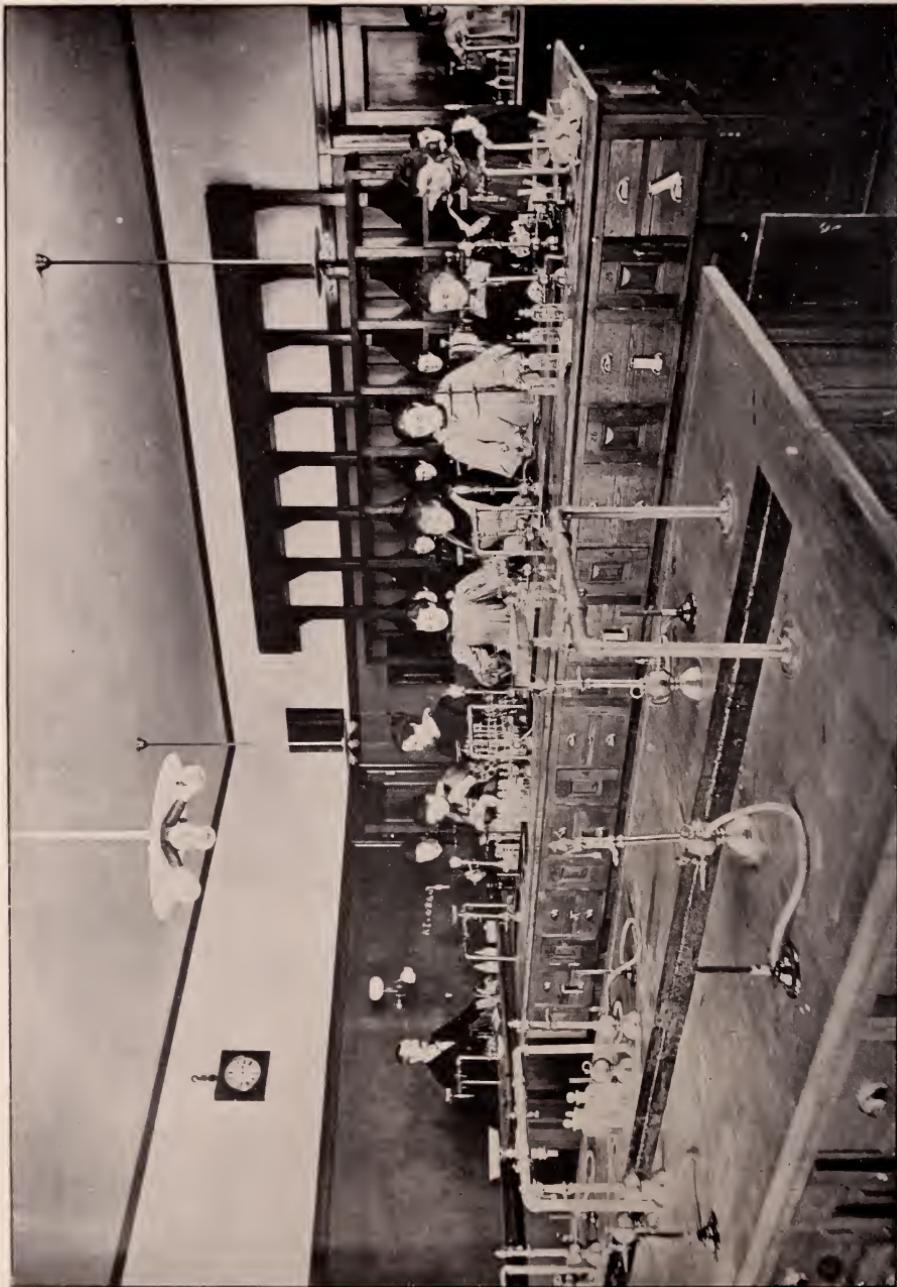
THE DESIGN OF THE SCHOOL.

The State Board of Education declares: "The design of the normal schools is strictly professional; that is, to prepare, in the best possible manner, their pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

A RECITATION ROOM—GEOGRAPHY.



THE CHEMICAL LABORATORY.



"To this end, there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and *third*, of right mental training."

The Fitchburg Normal School aims to accomplish the end for which it is designed:—

I. By a thorough review of the subjects that pupils will be called upon to teach after graduation, followed by a systematic study of physiology, psychology (including child study), and the history and science of education. In this work, two things are attempted:—

1. To teach pupils how to study both from books and from nature.

No text-books are used. Each pupil is supplied with a small consulting library, which she is to supplement by the school library and by the Fitchburg public library. The following are the books in the consulting library furnished each member of the school:—

- Pith of Astronomy — Bayne.
Physical Geography — Guyot.
Complete Geography — Frye.
Compend of Geology — LeConte.
Tables for Determination of Common Minerals — Crosby.
Common Minerals and Rocks — Crosby.
Our Common Birds and How to Know Them — Grant.
Lessons in Botany — Gray.
How to Know the Wild Flowers — Dana.
The Trees of North-eastern America — Newhall.
The Shrubs of North-eastern America — Newhall.
History of the United States — Fiske.
Ancient History — Myers.
Mediaeval and Modern History — Myers.
Civil Government in the United States — Fiske.
An Outline of Lessons in Drawing for Rural Schools — Bailey and Sargent.
English Literature Primer — Brooke.
American Literature Primer — Watkins.
English Grammar — Whitney and Lockwood.
Practical Rhetoric — Genung.
Classic Myths — Gayley.
Academic Dictionary — Webster.
Report of the Committee of Fifteen.
The Public Statutes of Massachusetts relating to Public Instruction.

A large amount of field and experimental work is required, especially in geography, geology, other natural sciences and nature work. Pupils are not expected to get from books what they can, without too great expense of time and effort, get from nature herself.

The would-be teacher who knows how to study, how to use books and to interpret nature, who has a thorough knowledge of the branches of learning required to be taught in the schools and who is interested in her work, has made a great step towards the goal she is seeking.

2. To familiarize pupils with the principles that underlie the presentation of work to others. It is hoped to accomplish this by a systematic study of physiology, psychology (including child study) and the history and science of education.

II. By giving each pupil an opportunity to observe model work in every grade. It is hoped to make these model schools as nearly as possible model in all respects,—in number of pupils, equipment, etc., as well as in methods of teaching.

III. By requiring each pupil to teach twelve or more weeks in the practice school, under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school. *Each pupil, before receiving a diploma, not only shall have faithfully and honorably completed a full course of study in the normal school proper, but also shall have demonstrated in the practice school her ability to control and to teach.*

IV. By so arranging classes and pupils in classes that much attention can be given to the individual, so that those who are more mature or better fitted to do a greater amount of work can proceed more rapidly than those less mature, or those who, of necessity, must travel more slowly or else go over the work in a superficial manner.

V. By making the pupils acquainted with the personalities and ideas of leading educators.

Since the opening of the fall term, Sept. 9, 1897, the following addresses have been given:—

Dr. G. R. W. Scott—German University Life.

Hon. J. D. Miller—Macbeth, and Irving's Interpretation of the Same.

Mr. John F. Howard (three readings):—

Macbeth.

Midsummer Night's Dream.

Hamlet.

Supt. Louis P. Nash—Literature and its Relation to the School.

Mrs. Kate Tryon (two lectures) :—

American Writers on Nature.

Days with the Birds.

Mr. Leon H. Vincent (four lectures) :—

Emerson.

Thoreau.

Lowell.

Thackeray.

Supt. W. Scott Ward — Observation.

Supt. Flora E. Kendall — The Teacher of the Twentieth Century.

Supt. Lizzie A. Mason — School Discipline.

Mr. Will S. Monroe (twelve lectures) — Historical Pedagogy :—

1. *a.* Purpose and Plan of Historical Pedagogy.

b. Education in Antiquity.

2. Education among the Greeks.

3. Education at Ancient Rome.

4. The Early Christian Schools.

5. The Schools of Charlemagne.

6. Rise of the Universities.

7. The Teaching Orders.

8. Comenius and Modern Pedagogy.

9. Pestalozzi and the Schools of the People.

10. The Beginnings of American Education.

11. Horace Mann, Henry Barnard and Wm. T. Harris.

12. The Recent Educational Movement in France.

Mr. Henry T. Bailey (two lectures) :—

Drawing as a Culture Study.

How to Read a Picture.

Dr. G. Stanley Hall — Practical Modifications now Needed in our Public School System.

Hon. Alfred S. Roe (three lectures) :—

Hearing a Pin Drop.

School Diversions.

Speaking Pieces.

Mrs. Adelaide F. Chase — James Whitcomb Riley.

Mrs. Alice Freeman Palmer — Present Duties to our Public Schools.

Mr. L. Walter Sargent — Norse Mythology.

State Supt. N. C. Schaeffer — Thinking in Things and Symbols.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral standing, give evidence of good intel-

lectual capacity (*records of their scholarship standing in the high schools are desired*) and be graduates of high schools whose courses of study have been approved by the Board of Education; or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education. The examinations for admission shall cover such elementary and high school subjects as may be determined by the Board.

For 1896 and thereafter, until further notice, the examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers with a maximum time allowance of eight hours*) : —

1. *Languages.* — (a) English, with its grammar and literature, and (b) one of the three languages, — Latin, French and German.
2. *Mathematics.* — (a) Arithmetic, (b) the elements of algebra and (c) the elements of plane geometry.
3. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.
4. *Sciences.* — (a) Physical geography, (b) physiology and hygiene, (c) physics, (d) botany and (e) chemistry.
5. *Drawing and Music.* — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) musical notation.

ORAL EXAMINATIONS.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly

THE PHYSICAL LABORATORY.



THE PHYSICAL LECTURE ROOM.



weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.
2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.
3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.
4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

SPECIAL DIRECTIONS.

I. LANGUAGES.

(a) *English*. — The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While candidates are strongly advised to study, either in school or out, *all* the works given in this plan, the topics and questions will be so prepared for 1897, and thereafter until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading (or a bare majority of them) and *half* of the works assigned for study and practice, the selection to be at the candidate's option or that of the school which he attends.

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, idiom or division of paragraphs.

1. *Reading and Practice*. — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer

simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be :—

1897. — Shakespeare's *As You Like It*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Hawthorne's *Twice-Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1898. — Milton's *Paradise Lost*, Books I. and II.; Pope's *Iliad*, Books I. and XXII.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be :—

1897. — Shakespeare's *Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macaulay's *Life of Samuel Johnson*.

1898. — Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; DeQuincey's *Flight of a Tartar Tribe*; Tennyson's *The Princess*.

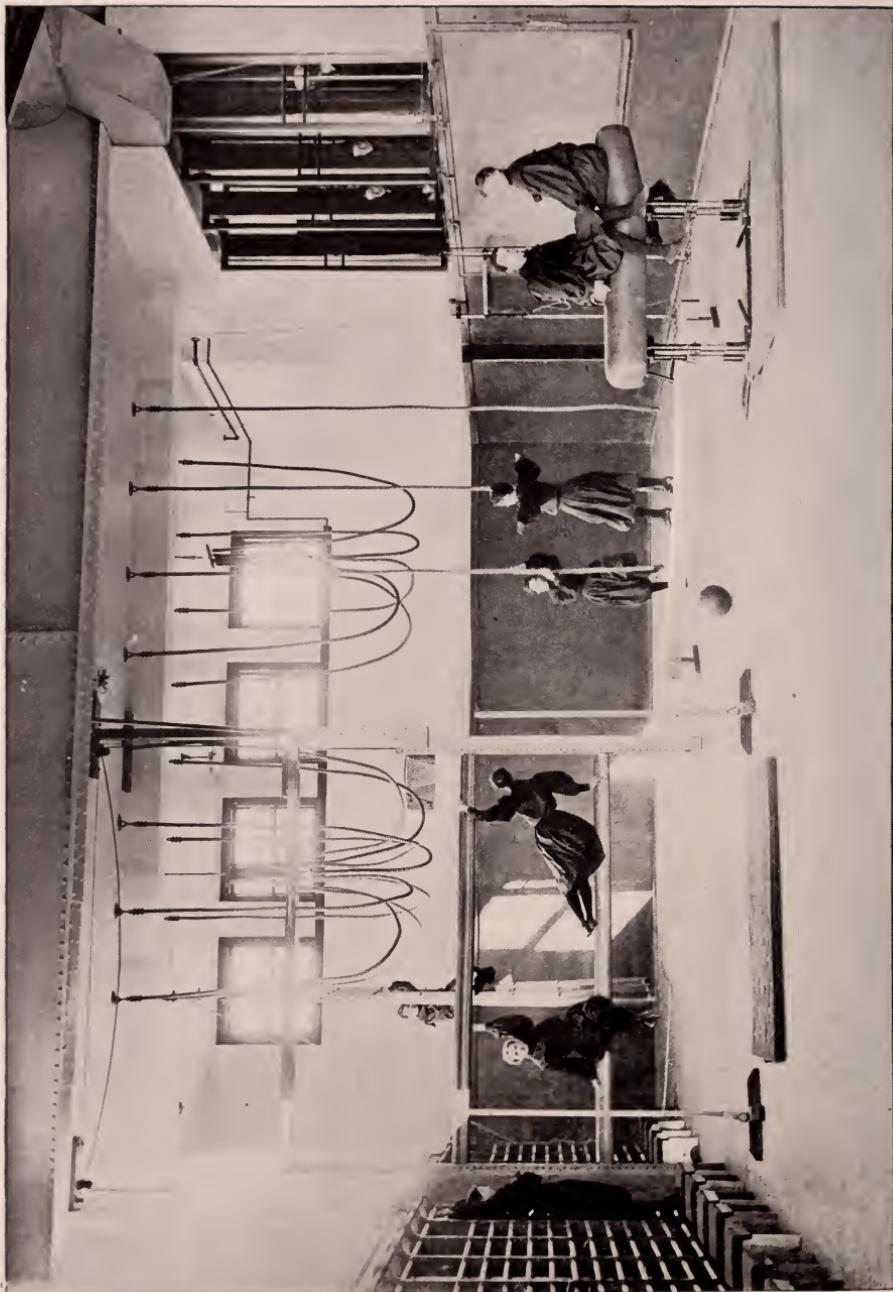
(b) One only of the three languages,— *Latin*, *French* and *German*. The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. The candidate is earnestly advised to study *Latin* and either *French* or *German*.



THE INDUSTRIAL LABORATORY.



THE GYMNASIUM.



II. MATHEMATICS.

(a) *Arithmetic.*—Such an acquaintance with the subject as may be gained in a good grammar school.

(b) *Algebra.*—The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(c) *Geometry.*—The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

III. HISTORY AND GEOGRAPHY.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

IV. SCIENCES.

(a) *Physical Geography* —The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(b) *Physiology and Hygiene.*—The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(c), (d) and (e) *Physics, Chemistry and Botany.*—The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

V. DRAWING AND MUSIC.

(a) *Drawing.*—Mechanical and freehand drawing,—enough to enable the candidates to draw a simple object, like a box or a

pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics,—form, color and arrangement.

(b) *Music.*—The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

Candidates are requested to present at the time of examination a certificate of good moral character, a certificate of standing in scholarship and conduct in the high school, and a physician's certificate stating that the candidate is free from any disease or infirmity which would unfit him or her for the office of teacher.

It may be said, in general, that if the ordinary work of a good statutory high school, even if it is of the second or lower grade, is well done, candidates should have no difficulty in meeting any of the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners with their fitness.

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination.

TIMES OF EXAMINATION.

The first examination in 1897 will be held at the normal school on Thursday and Friday, June 24 and 25, beginning at 9 A.M.

The second examination in 1897 will be held at the normal school on Tuesday and Wednesday, September 7 and 8, beginning at 9 A.M.

Candidates are advised to present themselves, so far as practicable, at the first examination.

A GAME OF BASKET BALL.



THE KINDERGARTEN.



TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and as the studies of the course are arranged progressively from that time, it is important that students should present themselves then for duty. In individual cases and for strong reasons, exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

COURSES OF STUDY.

This school offers four courses,—a general two years' course, a kindergarten course, a special course of one year for experienced teachers, and a special course of one year for college graduates.

A three years' course—an extension of the two years' course along the same lines with an additional half year of practice in the practice schools—for graduates from the general two years' course is being arranged.

THE TWO YEARS' COURSE.

This course is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects:—

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects:—

(a) English,—reading, language, rhetoric, composition, literature and history.

(b) Mathematics,—arithmetic, book-keeping, elementary algebra and geometry.

(c) Science,—elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(d) Drawing, vocal music, physical culture and manual training.

3. Observation and practice in the training school and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it.

KINDERGARTEN COURSE.

The kindergarten course requires at least two years for its completion. In general, students would be required to complete the general two years' course before taking up the year of practical work with the children and the theory and history of the kindergarten.

Candidates for admission to this course should not only be able to meet the requirements for admission to the general two years' course, but should also be able to sing and to play the piano.

SPECIAL ONE YEAR'S COURSE FOR TEACHERS

Teachers of considerable experience in teaching, who bring satisfactory testimonials, may, with the consent of the principal and of the Board of Visitors, select a course, approved by the principal, from the general two years' course, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

SPECIAL ONE YEAR'S COURSE FOR COLLEGE GRADUATES.

Graduates of colleges and universities, and of high schools of a high grade and standing, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the general two years' course of study-a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

DIPLOMAS AND CERTIFICATES.

It is impossible in the limited time spent in the practice school to give pupils training in more than one grade. Although the work in the normal school proper and the observation in the model schools bear upon all grades, yet, in general, graduates of the school are better fitted to take up for their first teaching after graduation the work of the grade, or of about the grade, in which they have been trained. For the benefit of superintendents and school committees, the principal gives with each diploma a certificate stating the grade in which the graduate has had special training

A MODEL SCHOOL—GRADE TWO.



A PRACTICE SCHOOL.—GRADE ONE.



and giving a careful estimate of the kind of work in which, and the conditions under which, the holder is likely to achieve the greatest success.

SATURDAY CLASSES FOR TEACHERS.

With the beginning of the spring term of this year, the Monday session of the school was changed to Saturday. This change was made so that teachers in regular employment might receive in some measure the benefit of the work at the normal school. Teachers who wish to take up Saturday work to begin with the opening of the fall term are requested to send their names to the principal.

GENERAL INFORMATION.

Tuition is free to all who declare their intention to teach in the public schools of Massachusetts; for others, tuition is thirty dollars a year.

Text-books and supplies are as free as in the public schools.

Season tickets can be obtained from any of the railroads entering Fitchburg at greatly reduced rates.

Board and rooms within a short distance of the normal school can be secured at reasonable rates.

State aid to a limited extent may be granted to deserving persons, after they have been in attendance for at least one term. Such aid is not furnished pupils whose homes are in Fitchburg.

Eight scholarships in the scientific department of Harvard University are available for graduates of the State normal schools. Each scholarship covers the annual expense for tuition,—one hundred and fifty dollars. Scholarships are given for the first year upon the recommendation of the normal school principals. They may be annually renewed on the recommendation of the faculty of the scientific department at Harvard.

Parents and friends of pupils and all others who are interested in our work are cordially invited to visit and inspect the school.

For catalogues, specimen examination questions for admission and such additional information as may be sought, address the principal at Fitchburg.

NAMES OF STUDENTS, 1896-97.

SENIORS.

Ahern, Lorena S.,	Athol.
Bacon, Sadie M.,	Temple, N. H.
Ball, Lottie C.,	Baldwinville.
Bradford, Helen L.,	South Acton.
Brody, Anna M.,	Fitchburg.
Brown, S. Ethelyn,	Baldwinville.
Burns, Clara A. M.,	Ayer.
Chute, Josephine W.,	Leominster.
Davis, Bessie C.,	Fitchburg.
Day, Florence,	Fitchburg.
Donnelly, Margaret M.,	Fitchburg.
Eaton, Alice L.,	Woodstock, Vt.
Edgecomb, Eda F.,	Leominster.
Fairbanks, Florence L.,	Fitchburg.
Goodfellow, Maud A.,	Fitchburg.
Goodfellow, Florence E.,	Fitchburg.
Gorman, Alice M.,	Gardner.
Hackett, May A.,	Fitchburg.
Hanigan, Helena K.,	Fitchburg.
Hayes, Mary A.,	West Fitchburg.
Hopkins, Edith M.,	Fitchburg.
Horton, C. Blanche,	Lancaster.
Jefts, Ruth M.,	Fitchburg.
Jones, Nan T.,	Fitchburg.
Jubb, Georgiana H.,	Fitchburg.
Keith, Erminnie I.,	Fitchburg.
Kilburn, Frances O.,	Sterling.
Kinsman, Sarah I.,	Fitchburg.
Kirby, Annie K.,	Fitchburg.
Lee, Mary A.,	West Fitchburg.
Lewis, Rolina H.,	Leominster.
Lincoln, Mary A.,	Leominster.
McGrath, Mary J.,	Fitchburg.
McNiff, Abbie M.,	Littleton.
Monahan, Jennie E.,	Orange.
Needham, Mary E.,	Ashburnham.
Pettigrew, Annie W.,	Maynard.
Priest, Martha C.,	Gardner.
Roper, S. Isabel,	Westminster.

Sawyer, Neva E.,	.	.	.	.	.	.	Littleton.
Shannon, Mary L.,	.	.	.	.	.	.	Fitchburg.
Sheehan, Mary F.,	.	.	.	.	.	.	Fitchburg.
Sheehan, Helen J.,	.	.	.	.	.	.	Fitchburg.
Sprague, L. Gertrude,	.	.	.	.	.	.	Westminster.
Willard, Lottie J.,	.	.	.	.	.	.	Ashburnham.

JUNIORS.

Adamson, Edith .	.	.	.	.	.	.	Winchendon.
Allen, Grace H.,	.	.	.	.	.	.	Winchendon.
Andrews, Frank A.,	.	.	.	.	.	.	Fitchburg.
Ballou, Florence E.,	.	.	.	.	.	.	Fitchburg.
Bingham, Eva D.,	.	.	.	.	.	.	Fitchburg.
Call, Mary L.,	.	.	.	.	.	.	Gardner.
Carr, Amy H.,	.	.	.	.	.	.	West Rindge, N. H.
Connell, Margaret M.,	.	.	.	.	.	.	Concord.
Darling, Grace S.,	.	.	.	.	.	.	New York, N. Y.
Davis, Edith L.,	.	.	.	.	.	.	Fitchburg.
Day, Cora A.,	.	.	.	.	.	.	Fitchburg.
DeWitt, Winifrede A.,	.	.	.	.	.	.	Leominster.
Dickey, Marie J.,	.	.	.	.	.	.	Alstead, N. H.
Dudley, Blanche E.,	.	.	.	.	.	.	Templeton.
Finnegan, Mary L.,	.	.	.	.	.	.	Fitchburg.
Fisher, Mabel R.,	.	.	.	.	.	.	West Gardner.
Goodnow, Alice V.,	.	.	.	.	.	.	Athol.
Greenlaw, Hattie A.,	.	.	.	.	.	.	Leominster.
Gussman, Mary H.,	.	.	.	.	.	.	Westminster.
Hamilton, Mabel E.,	.	.	.	.	.	.	Baldwinville.
Hare, Mary T.,	.	.	.	.	.	.	Otter River.
Haskins, Adelberta A.,	.	.	.	.	.	.	Fitchburg.
Helsher, Ragna K.,	.	.	.	.	.	.	Concord.
Hubbard, Luna B.,	.	.	.	.	.	.	Leominster.
Hughes, Emma J.,	.	.	.	.	.	.	Bedford.
Johnson, May,	.	.	.	.	.	.	Westminster.
Kendall, Nina E ,	.	.	.	.	.	.	Fitchburg.
Keough, Florence A.,	.	.	.	.	.	.	Fitchburg.
Kilburn, Grace M.,	.	.	.	.	.	.	Shirley.
Kingsbury, Mabel L ,	.	.	.	.	.	.	Sterling.
Larrabee, Effie B.,	.	.	.	.	.	.	Westminster.
Libby, Annie L ,	.	.	.	.	.	.	Fitchburg.
Lowe, Florence J.,	.	.	.	.	.	.	South Fitchburg
Moriarty, Mary E.,	.	.	.	.	.	.	Marlborough
Morse, Pearle E.,	.	.	.	.	.	.	West Gardner.
Noonan, Alice T.,	.	.	.	.	.	.	Fitchburg.
O'Horo, Margaret E.,	.	.	.	.	.	.	Fitchburg.
Ross, Amy L.,	.	.	.	.	.	.	Fitchburg.
Russell, Lillian M.,	.	.	.	.	.	.	Fitchburg.

Shafter, Hattie L.,	Littleton.
Smith, Myrtie B.,	Ayer.
Smith, N. Bernice,	Ayer.
Storer, Sybil B.,	Fitchburg.
Thompson, Margaret V.,	Waukegan, Ill.
Thompson, Minerva C.,	Waukegan, Ill.
Vose, Abbie L.,	Winchendon.
Walker, Zoe,	Gardner.
Welles, Mae L.,	Winchendon.
Whitcomb, Flora L.,	South Gardner.

Jennie E. Stowell

South Acton

ONE YEAR'S COURSE FOR TEACHERS.

Allen, Florence E.,	Leominster.
Coburn, Elinor L.,	Methuen.
Dacey, M. Alice,	Leominster.
Hartwell, Ida A.,	South Lancaster.
Mansise, Grace E.,	Lawrence.
Railey, Mattie F.,	Leominster.
Richardson, Lillian F.,	South Acton.
Rockwood, Emma D.,	Leominster.
Sherwin, Hattie D.,	Leominster.
Stone, Effie A.,	Fitchburg.
Willard, Bertha M.,	North Leominster.

SPECIALS.

Maynard, Ernest A.,	West Berlin.
Miller, Florence L.,	Leominster.
Phillips, Lillian A.,	Fitchburg.
Ward, Mrs. W. Scott,	Athol.